DOCUMENT RESUME

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| TITLE | Seeking Solutions to Pupil Reading Deficiencies. End of Project Year Report. |
| INSTITUTION | Humboldt County School District, Winnemucca, Nev. |
| SPONS AGENCY | Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Nevada State Dept. of Education, Carson City. |
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ABSTRACT

This paper reports on a Humboldt County School District project aimed at identifying solutions to pupils' reading deficiencies. The contents include: "Project Procedure Summary," which lists eight program objectives, procedures for implementation of the objectives, and evaluation of the objectives; "Evaluation Summary," which discusses procedures exceeding or meeting anticipated results, evaluation design, procedures not meeting objectives, management strategies, inservice training, and process objectives; "General Project Summary," which reports on changes resulting from project activities, spin-off activities, related programs, and the extent of alleviation of identified needs; "Dissemination," which discusses procedures for dissemination, effectiveness of dissemination, and costs of dissemination; "Evaluation," which discusses the procedures and activities used for evaluation; and "Miscellaneous," which discusses consultants and materials. (WR)

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# SEEKING SOLUTIONS TO PUPIL READING DEFICIENCIES

End of Project Year Report

CS 001 307

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Nevada State Department of Education
Federal Relations and Programs Branch
Heroes' Memorial Building
Carson City, Nevada 89701

PROJECT NUMBER

| S.D.E. USE ONLY | STATE | FISCAL YEAR | COUNTY | PROJECT | CONT. CODE |
|---|---|---|---|---|---|
| | | | | | |

# END OF PROJECT YEAR REPORT

## PART I - STATISTICAL DATA

Elementary and Secondary Education Act, Title III, P. L. 89-10, As Amended

SECTION A - GENERAL PROJECT INFORMATION

1. PROJECT TITLE

Seeking Solutions to Pupil Reading Deficiencies

2. APPLICANT (Local Education Agency)

Humboldt County School District

3. ADDRESS (Number, Street, City, Zip Code)

P. O. Box 1070

Winnemucca, Nevada 89445

4. NAME OF COUNTY

Humboldt

| 5. NAME OF PROJECT DIRECTOR | 6. ADDRESS (Number, Street, City, Zip Code) | Phone Number / Area Code |
|---|---|---|
| Will Brown | P. O. Box 1070<br>Winnemucca, Nevada 89445 | 623-2027<br>702 |

I hereby certify that the information contained in this report is, to the best of my knowledge, correct and the local educational agency named above has authorized me as its representative to file this report.

Will Brown

| PERSON COMPLETING REPORT (Name and Title) | DATE SUBMITTED |
|---|---|
| Will Brown, Director, Special Services | June 20, 1973 |

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JUL 16 1973
FEDERAL RELATIONS AND PROGRAMS



EDN 89-10-17
(3/70)

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SECTION B—TOTAL SCHOOL ENROLLMENT AND PROJECT PARTICIPANTS

| 1. | | Pre-Kinder-garten | Kinder-garten | Grades 1-6 | Grades 7-12 | ADULTS (Exclude teachers receiving inservice training) | Teachers Receiving Inservice Training | Totals |
|---|---|---|---|---|---|---|---|---|
| a. ENROLLMENT of School District(s) Served | (1) Public Schools | | 98 | 872 | 733 | //////// | //////// | 1703 |
| | (2) Nonpublic Schools | | | | | //////// | //////// | |
| b. Number of Persons Directly Participating in Project | (1) Public Schools | | | 250 | 125 | | 100 | 475 |
| | (1) Nonpublic Schools | //////// | | | | //////// | | |

2. TOTAL NO. & PERCENT OF PARTICIPANTS BY ETHNIC GROUPS (applicable to figures given in Sec. B-1-b)

| White | | Negro | | American Indian | | Oriental American | | Spanish Surname | | Other (Specify) | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| 408 | 85.9 | 6 | 1.3 | 61 | 12.8 | | | | | | | 475 | 100 |

3. RURAL/URBAN PERCENTAGE DISTRIBUTION OF PARTICIPANTS BEING SERVED BY PROJECTS*

| PARTICIPANTS | REMOTE RURAL | | RURAL | | STANDARD METROPOLITAN AREA | | Other Urban |
|---|---|---|---|---|---|---|---|
| | Farm | Non-farm | Farm | Non-farm | Low-socio-Economic Area | Other | |
| PERCENT OF TOTAL NUMBER SERVED (Based on total given in Section B-1b) | 13.1 | 64.4 | 2.3 | 20.2 | | | |

*REMOTE RURAL means an outlying area of less than 5,000 inhabitants.

RURAL means an outlying area of more than 5,000 inhabitants but less than 15,000 inhabitants.

STANDARD METROPOLITAN AREA – LOW-SOCIO-ECONOMIC AREA means an area with low-socio-economic levels within a city of 50,000 inhabitants or more.

OTHER means areas in cities of 50,000 inhabitants or more other than those with low-socio-economic levels.

OTHER URBAN means areas with less than 50,000 inhabitants but more than 15,000 inhabitants.

The total percent distribution must total 100%.



EDN 89-10-17
(3/70)

## PART II

## NARRATIVE

I. PROJECT PROCEDURE SUMMARY:

Objective 1:

A. The continuing design of solution prototypes for application to pupil reading deficiencies in the elementary grades (K-8).

B. Procedures:

Project teachers field-tested diagnostic and prescriptive techniques in their classrooms. A monitoring system was instituted for all Project Teachers.

C. Evaluation Procedures:

Experimental and Control Groups were designated. The district-wide application of the Stanford Achievement test was utilized for assessment purposes. The test which was administered in March, 1972, was used as the pre-test and the April, 1973, application was designated as the post-test. Change-scores were computed and comparisons were made between the groups.

Objective 2:

A. The design of developmental and preventative reading programs, techniques, and prototypes for the early elementary grades.

B. Procedures:

The Scott-Foresman Reading Systems was selected as the best commercial reading program on the market. Materials were acquired and made available to all primary teachers throughout Humboldt County.

C. Evaluation Procedure:

The Director of Special Services, Superintendent, and elementary Principals, met with elementary teachers in October in order to determine the efficacy of the Scott-Foresman Reading Systems. It was the unanimous conclusion of the teaching staff that the Reading Systems contributed significantly to the reading improvement of primary-age children. All teachers polled requested that the program be continued and expanded into the intermediate grades.

Objective 3:

A. The design of techniques for an on-going, continuous in-service training cycle to improve the ability of teachers to use a problem-solving approach in the early diagnosis of an individual pupils reading deficiencies.

B. Procedures:

Participating teachers conducted in-service activities for all elementary teachers in Humboldt County during pre-school orientation, Teacher Improvement Days, and on an on-call basis throughout the school year.

C. Evaluation Procedures:

Change-scores were computed between the pre and post applications of the Stanford Achievement test, reading sub-test, and comparisons of pupil achievement between the Experimental and Control groups.

In addition, scores were collated for participating teachers during the current year and prior to their involvement with Title III Activities.

Objective 4:

A. The design of an in-service training cycle for principals and other supervisors of instruction.

B. Procedures:

Mr. Warren Botkin, Principal of the Winnemucca Grammar School, has been involved in workshop activities and the day-to-day implementation from the inception of the program. Mr. Ken Lords was promoted to the Principalship of the Sonoma Heights Elementary School and rapidly became one of the cheif enthusiasts and boasters of the program.

C. Evaluation Procedures:

This objective was evaluated through the subjective assessment of the attitude and cooperation of Principals.

Objective 5:

A. The implementation of solution prototypes, in the form of pilot programs.

B. Procedures:

Participating Teachers piloted the instructional model that was developed during the first two years of the program, during this evaluative, third-year phase. Additional refinement and other developmental activities were conducted to enhance the model and provide prescriptive devices applicable to the needs of individual students.

C. Evaluation Procedures:

Grade equivilence gains of participating and non-participating students were compiled, analyzed, and compared.

Objective 6:

A. The development of process and product evaluative designs and feed back mechanisms for pilot programs within the district.

B. Procedures:

A locally-designed system of monitoring the activities of Participating Teachers was developed and collected on a bi-weekly basis.

C. Evaluation Procedures:

The Director of Special Services colledted teacher monitoring sheets from the Participating Teachers and conducted monthly classroom visitations to assess the degree of compliance to program objectives and the prescriptive devices which they designated.

Objective 7:

A. The development of operational management strategies for implementing selected developmental, preventative, and remedial prototypes.

B. Procedures:

Participating Teachers conducted in-service activities for all teachers in utilizing techniques developed during the first two years of program operation and development on Thursday, August 31, 1972 - during staff pre-school orientation. On April 11, 1972, the Board officially adopted district level verifiable performance objectives for the reading program.

C. Evaluation Procedures:

(See Objective 6).

Objective 8:

A. The development of dissemination-diffusion models and demonstrations for replication and adoption by rural counties throughout Nevada.

B. Procedures:

A complete description of the final approved instructional model, including the hierarchy of identified reading skills, pupil performance objectives, and evaluative instruments, instructional packages, were published in booklet form and distributed to all county reading teachers and the Nevada State Department of Education, Federal Relations Branch, for state-wide dissemination.

C. Evaluation Procedures.

The success of dissemination activities were evaluated in terms of the number of inquiries that are received for more information to the Humboldt County reading programs and the number of requests accomodated for observations of classroom techniques and materials.

II. EVALUATION SUMMARY

A. Procedures Exceeding or Meeting Anticipated Results

1. Implementation of Pilot Programs:

Participating Teachers piloted the Ginn 360 Reading Program, the Scott-Foresman Reading Systems, and the individualized approach to teaching reading during FY72. Both of the commercially produced Ginn and Scott-Foresman reading programs were considered to be superior in approach and format. The Scott-Foresman system was selected unanimously by Participating Teachers as the better of two fine programs and also becouse it correlates very well with the basic Scott-Foresman reading program which remains an integral part of the total reading program. The selected program materials were purchased for use during FY73 and are being expanded for useage in grade four during FY74. Plans are for continued expansion in subsequent years. It was the consensus that the individualized approach to the teaching of reading is highly desirable, but that it depends, to a very large extent upon the ability and emotional make-up of individual teachers. It was, therefore, recommended, but <u>not</u> mandated. Instead, it was recommended that the flexible grouping approach developed under this grant be made available to <u>all</u> district teachers and that it be officially adopted for district use.

2. Evaluation Designs:

A monitoring program has been developed and was utilized during FY73. (See Appendix.)

B. Procedures Not Meeting Objectives

1. Solution Prototypes:

Considerable time and energy was expended by Participating Teachers in developing viable strategies for application to student reading deficiencies. The development of a hierarchy of criterion-referenced reading skills and skill-development files must be considered exemplary. However, a comparison of Experimental and Control Groups does <u>not</u> indicate an impact on student growth.

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| | EXPERIMENTAL GROUP | | | | | CONTROL GROUP | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Pre-Test (March, '72) | Post-Test (April, '73) | Ave. Gain/Loss in Months | Q1 | Q3 | Pre-Test | Post-Test | Ave. Gain/Loss | Q1 | Q3 |
| Grade 1 | 1.34 | 1.52 | +.18 | 1.35 | 1.63 | 1.76 | 1.63 | -.13 | 1.45 | 1.63 |
| Grade 2[1] | 2.24 | 2.43 | +.19 | 1.93 | 2.8 | | | | | |
| Grade 2 | 2.92 | 2.85 | -.07 | 2.35 | 3.15 | 2.8 | 2.93 | +.13 | 2.43 | 3.1 |
| Grade 2 | 2.87 | 3.15 | +.28 | 2.42 | 4.0 | 2.45 | 2.92 | +.47 | 2.01 | 3.33 |
| Grade 3 | 3.47 | 3.64 | +.17 | 3.17 | 4.18 | 3.34 | 3.66 | +.32 | 2.92 | 4.24 |
| Grade 3 | 3.67 | 3.02 | -.65 | 2.48 | 3.6 | 3.56 | 3.52 | -.04 | 2.58 | 4.3 |
| Grade 4 | 4.98 | 5.16 | +.18 | 4.09 | 5.92 | 4.76 | 5.02 | +.26 | 3.95 | 5.85 |
| Grade 5 | 5.53 | 5.79 | +.26 | 4.27 | 6.6 | 5.1[2] | 6.0[2] | +.9 | 4.7 | 6.99 |
| Weighted Mean Average | | 3.7 | | | | Weighted Mean Average | | 3.77 | | |

1 No comparable class for control purposes. Was not averaged.

2 Different teachers.

The preceding table gives no indication that students of Participating Teachers benefit more significantly than do the students of non-participants.

2. Early School Developmental and Preventative Programs:

See Comments in regard to "Solution Prototypes."

3. In-Service Training:

Beginning on October 31, 1972, Humboldt County, with leadership from Title III Participating Teachers, assumed total responsibility for in-service activities, including methods of diagnostic and prescriptive teaching of reading; factors that contribute to individualized instructional activities; performance objectives and criterion-referenced testing, particularly as they apply to locally-developed teaching materials; placement; grouping techniques; and record-keeping. Program participants were available to teachers throughout the district on a request basis.

ACHIEVEMENT OF PUPILS OF PARTICIPATING TEACHERS BEFORE AND AFTER RECEIVING IN-SERVICE TRAINING

| | April, 1970 | Nat'l. Norm | + or - Nat'l. Norm | April, 1973 Nat'l. Norm | + or - Nat'l.Norm | Post-In-Service Vs.Pre-In-Service |
|---|---|---|---|---|---|---|
| Grade 3 | 3.89 | 3.7 | +.19 | 3.02 | -.68 | +.87 |
| Grade 3 | 3.56 | | -.14 | 3.64 | -.06 | +.08 |
| Grade 5 | 5.79 | 5.7 | -.09 | 5.79 | +.09 | +.08 |

The positive growth factor of the students of the three Participating Teachers who were active throughout the duration of the program was insignificant.

4. In-Service Activities for Principals:

Only one, of four, Elementary Principal participated in formal inservice activities.

5. Management Strategies:

An extensive system of program controls, supported by verifiable process objectives, were developed and implemented during FY73. Unfortunately, however, Project Teachers were not required to conform to those which related to the development of individualized instructional packages.

Process Objectives

1. By August 1, 1972, the Director of Special Services, with the concurrence of Participating Teachers, will design an in-service workshop for all elementary reading teachers and principals in Humboldt County, in order to:

   a. Implement the Title III Informal Test Packet of Reading Skills.

   b. Acquaint teachers with and begin implementation of objective-based individualized instructional activities.

   c. Provide an understanding of the purpose and use of Individual and Class Monitoring sheets.

   d. Orient new teachers to District reading goals.

2. On August 31, 1972, a reading consultant from the Scott-Foresman Publishing Company will orient all primary reading teachers in Humboldt County in the most effective means for utilizing the newly-adopted Reading Systems.

3. On August 31, 1972, each Participating Teacher will instruct other Humboldt County reading teachers at appropriate grade levels in the use of the Informal Test Packet of Reading Skills, the implementation of methods for individualizing reading instruction through the utilization of the performance bank, methodology and objectives for monitoring activities, and district-wide adopted reading goals and objectives.

4. By September 15, 1972, Participating Teachers will utilize approved reading materials, as evidenced by monitoring records filed with the Director of Special Services.

5. Throughout the 1972-73 school year, all Participating Teachers will present completed monitoring sheets to the Director of Special Services at two-week intervals, as evidenced by a file of monitoring sheets retained in the office of the Director.

6. By the end of the 1972-73 school year, each Participating Teacher will design instructional packages to assist pupils in the attainment of designated performance objectives, as approved by the Team Leaders and Director of Special Services:

   6.1 By October 3, 1972, Participating Teachers will design instructional packages for the mastery of consonant sounds.

   6.2 By October 31, 1972, Participating Teachers will design instructional packages for the mastery of vowel sounds.

   6.3 By November 28, 1972, Participating Teachers will design instructional packages for the mastery of structural analysis skills.

6.4 By January 2, 1973, Participating Teachers will design instructional packages for the mastery of context clues and dictionary skills.

6.5 By January 23, 1973, Participating Teachers will design instructional packages for the development of sensory image formation and literal comprehension.

6.6 By February 20, 1973, Participating Teachers will design instructional packages for the mastery of inferential and evaluative comprehension skills.

6.7 By March 20, 1973, Participating Teachers will design instructional packages for the development of literary appreciation and selection of evaluation skills.

6.8 By April 17, 1973, Participating Teachers will design instructional packages for the mastery of specific study skills, including organization, recall and locating information.

6.9 By May 15, 1973, Participating Teachers will design instructional packages for the mastery of the following study skills:

a. Following Directions.

b. Adjusting reading rate to specific purposes.

c. Developing skills in relation to the purposes for which pupils are reading.

III. GENERAL PROJECT SUMMARY:

A. Changes Resulting from Project Activities

1. The Schools:

The development of centrally-located files of prescriptive reading materials, catalogued by skill area and grade level, were developed by staff members. In each of the three Winnemucca elememtary schools teachers have been provided teachers with convenient accessability to practice materials.

2. The Pupils:

Pupils benefited from the enhanced teaching skills of teachers and more individualized attention.

3. Staff:

Participating Teachers testify that they feel much more comfortable about the teaching of reading than they did prior to their envolvement with the project. They indicate a greater awareness of those skills essential for success in reading and added competence in assisting children in acquiring them.

They demonstrate an increased awareness of variables which tests do or do not measure. There is a tendency to exhibit less faith in the validity of standardized and other group tests and are cautious about relying on them for diagnosing specific reading disabilities. One teacher has commented that phonics tests do not measure specific phonetic skills, and adds that this assessment must by conducted by the teacher on an individual basis with each child. The files of pupil practice materials in each school is being utilized by many teachers and is viewed as being a useful adjunct in providing individualized instruction.

The meetings were very effective. These meetings attempted to delineate pupil proficiency levels at each grade level, write verifiable performance objectives, and devise objective means to evaluate the degree to which each student achieved the specified skill achievement. Teachers were concerned with such things as the recognition of comparatives, roots, inflectional endings, affixes, possessive forms contractions, and syllabication, as well as phonetic, contextual, and comprehension skills. Participating Teachhers possess a knowledge of reading rarely with-in the cognition of the "average" classroom teachers.

These teachers are aware of pupil needs within their individual classrooms, student needs and achievement in other classes at all grade levels, and how they fit into the scope and sequence of district reading efforts.

Teachers gained insights into teaching methodologies which didn't exist prior to the initiation of Title III efforts. For example, a teacher stated that one of her pupils can "memorize a list of words with initial consonants or blends, short medial vowels, and final consonants, but can not make the association based on this pattern."

The fact that the teacher is aware of the child's problem and can articulate his difficulty exactly, indicates that she is looking at pupil's attempts to read more analytically than most teachers.

The effects of the program have permeated areas other than reading. Teachers are more cognizant of skill development in mathematics and social studies and many are using techniques in these classes which were acquired in reading workshops.

4. <u>The Community</u>:

The community has been appraised of School District efforts to enhance the reading ability of pupils through project dissemination, including informational broad casts, discussions, and a monthly bulletin, entitled "The Sinecure's Epistle."

B. Spin-Off Activities

1. The School Program:

Spin-off benefits are detectable in the substantial number of non-project participants who are utilizing the prescriptive files which were developed and placed in centrally-located positions in Winnemucca Elementary Schools, their attendance of project sponsored workshops, their exploitation of techniques derived from workshops, and the general spirit of co-operation that prevades the educational program, locally.

2. The Students:

The entire thrust and focus of this program has revolved around the assessment of pupil reading deficiencies. As a consequence of this thrust, teachers are taking a closer look at the needs of all children and developing individualized programs to alleviate pupil needs.

3. The Staff:

The general spirit of co-operation and esprit de corps engendered by staff meetings and the enthusiasm displayed by Participating Teachers has tended to be disseminated to other staff members who exhibit curiosity and then interest in the program.

4. The Community:

Dissemination efforts have resulted in a wide-spread community awareness of Humboldt County efforts to provide an augmented reading program and its attempts to become more accountable to the local citizenry.

C. Related Programs

ESEA Titles I, II, and VI are designed to assist in the total county-wide reading effort and to provide services for children who are culturally or educationally disabled.

D. The Extent of Alleviation of Identified Needs.

The prime accomplishment of the project was the implementation of enhanced instructional techniques for teachers, All Project Participants, as well as a number of non-participants received intensive training in diagnosing pupil reading eficiencies and prescribing appropriate treatment. Meetings conducted by the project staff to evaluate standardized testing instruments, analyze the reading process, write verifiable performance objectives, and devise tests to appraise pupil performance have produced tangible outcomes, in terms of the knowledgeability and effectiveness of Participating Teachers. This has failed to produce the desired outcomes in terms of student achievement, however.

## IV. DISSEMINATION:

### A. Procedures

The project created a widespread awareness of project goals and a prototype for a diagnostic/prescriptive approach for the elimination of reading deficiencies in rural schools. The specific and primary target of dissemination activities was in the critical area of internal dissemination to Humboldt County School District staff and was handled in several ways. First, the Project Director held conferences with teachers in order to solicit their co-operation in a continuous professional evaluation of the project. Second, informative articles were submitted to the local weekly newspaper and use was made of the monthly Humboldt County curriculum bulletin entitled "The Sinecure's Epistle", which was distributed to each administrator, teacher, and parent of school-age children in Humboldt County. Project progress reports and descriptive articles concerning the diagnostic and prescriptive processes developed were forwarded to each school within the district by the Project Director at various stages of development. The prodedures and methods to be incorporated in the program are intended to provide exemplary prototypes for the solutions to pupil reading deficiencies within the rural context. The Humboldt County School District intended to serve as a model for observation by members of the State Department of Education, other rural school districts throughout the state, and other members of the educational community interested in rural education. A brochure detailing the objectives, activities, and procedures of the Humboldt County program is available to all persons visiting Humboldt County. Copies of the publication are distributed upon request. Interim and final reports are made available to the public, upon request. Finally, a guide was developed and forwarded to the Federal Relations Branch, Nevada State Department of Education, for broader dissemination. Visitations and requests for more information was made by the Washoe County School District and the Nevada Youth Council.

### B. Effectiveness:

Unquestionably the most effective method of dissemination, from a local standpoint, was in-serv ce meetings conducted by Participating Teachers for other local teachers and the informal sharing of information which occurred between teachers throughout the district.

### C. Dissemination Costs:

| | |
|---|---|
| 1. Graphic Art Services | $260.00 |
| 2. Printing Supplies | 130.00 |
| 3. Postage | 30.00 |
| Total cost of dissemination | $420.00 |

## V. EVALUATION:

### A. Standardized Test Instrument

The Stanford Reading Test was administered to Experimental and Control Groups in March 1972 and April, 1973. This instrument proved relatively effective in measuring the total growth of pupils in reading. It did not measure growth in specific reading skills, however.

### B. Evaluation Activities

In addition to the utilization of the Stanford Achievement Test, the following problem-solving steps were designated and adhered to by the Project Director in his capacity as Internal Auditor:

1. Problem-Solving Step 1:
   The evaluator will look for, and record evidence of, a pupil cumulative file or a special teacher file in which the teacher has recorded symptomatic data as described in the program objectives.
   Auditor's Comment: The card file of student skills and needs is presently used by some teachers and has been found to be a great help in providing individual attention.

2. Problem-Solving Step 2:
   The evaluator will look for, and record evidence of, the existence of specific behavioral objectives for pupils, based upon diagnosis.
   Auditor's Comment: At meetings of Participating Teachers attended by the Auditor, the teachers were attempting to set levels of proficiency for students at each grade level. This was part of the hierarchy chart of behavioral objectives for reading which the staff also developed.

3. Problem-Solving Step 3:
   The evaluator will look for, and record evidence of, the existence of written prescriptions for the achievement of the above objectives - which may show evidence of consideration of a broad array of possible solution strategies.
   Auditor's Comment: One of the major concerns expressed by all teachers was the difficulty of finding enough time to individualize instruction in their classes. Upon examination of this concern it seemed that the major difficulty was in the paper work involved in keeping progress records of all students.

4. Problem-Solving Step 4:
   The evaluator will look for, and record evidence of, implications of solution strategies derived from written prescriptions.
   Auditor's Comment: Most teachers seem to be interested in this concept of grouping students according to some need in skill development. They realize that individualized reading does not mean teaching each skill to each child as an individual. They perceive individualized reading as a flexible grouping plan in which a group of students are put together for some common need, taught the skill, and another group formed based upon some other need.

5. Problem-Solving Step 5:

The evaluator will look for, and record evidence of, teacher evaluation of pupil achievement in terms of the stated behavioral objectives. He will also look for evidence that evaluation results are being used to revise and improve instructional strategies.

Auditor's Comment: The project teachers have gained insights into the how's of teaching reading which they felt they didn't have before the project.

C. Changes Resulting from Evaluation Activities:

No changes have occurred in the basic project design or in the program objectives as a result of evaluation activities.

D. Responsibilities for Evaluation

The evaluation design was planned and implemented by the Director of Special Services, with the approval of project participants. Advice was rendered by the External Auditor and the Evaluation Consultant for the Nevada State Department of Educational Federal Programs Branch.

Parties responsible for evaluation activities have included the Director (60%), External Auditors (25%), personnel from the State Department of Education (10%), and members of the State Advisory Committee (5%).

E. Long-Range Evaluation

The Humboldt County School District will assume complete responsibility for continuing evaluation activities after the termination of Federal Funding.

VI. MISCELLANEOUS:

A. Consultants

The following consultants made outstanding contributions to the effectiveness of the project:

1. Dr. Marlene Butorac provided individualized instructional activities for primary teachers.

2. Miss Virginia Reid provided training in an integrated approach to reading instruction.

B. Materials

Participating Teachers developed a hierarchy of reading skills, an informal test packet, performance objectives for each reading skill, and appropriate evaluative instruments for each objective. These materials have been submitted to the Nevada State Department of Education, Federal Programs Branch.

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# APPENDIX

TEACHER: _____

GRADE: _____

DATE: _____

OBJECTIVE(S): _____

| LEVEL | SOURCE ( * if attached ) | PAGES |
|---|---|---|
| ____ | _____ | _____ |
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OBJECTIVE(S): _____

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